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ABSTRACT

This document presents an outline and discussion of a summer training program held at Kentucky State College for professors interested in the field of Afro-American studies. The objectives of the institute were: to provide college and university faculty with basic qualifications for teaching Afro-American history; to prepare them to give competent direction in black studies curriculum development; to enable them to enrich courses not being taught; and to help them build new programs as the needs are defined. According to the director's evaluation, all phases of the 3-week program appeared to be beneficial to the 26 participants from 24 area colleges and universities. (HS)

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DIRECTOR'S EVALUATION REPORT

I. BASIC INFORMATION

A. Institution: Kentucky State College

Frankfort, Kentucky 40601

B. Special Project: Afro-American Influence in The
Cultural and Historical Development of the United
States. Project Number 70-2795.

C. Director: Dr. H. E. Cheaney, Department of
History and Political Science, Kentucky State College.
Frankfort, Kentucky. Telephone: 1-502-564-5917.

D. Dates of Training Program: July 12 - 30, 1971.

II. PROGRAM FOCUS

The objectives of this program were: To provide college
and university faculty with basic qualifications for teaching
Afro-American history; to prepare them to give competent
direction to black studies curriculum development; to enable
them to enrich courses now being taught; and to help them build
new programs as the needs are defined.

These goals represent an effort to satisfy the great need and demand for faculty personnel which is competent in this area. The intensive movement toward telling the true story of blacks has forced many institutions to reconstruct their curricular offerings to include this new area of educational emphasis. Presently, the demand greatly exceeds the supply. The institute sought to provide some relief in this phase of the educational program. Although some instruction was devoted to methods and a greater amount to attitudes, nevertheless, the chief emphasis was placed upon knowledge, content and substance. The objectives reflect the belief that what has been omitted and what has been distorted are of major importance and basic to the other approaches.

III. PROGRAM OPERATION

A. Participants: The applicant inquiries about the program were encouraging. The actual response in terms of registration, however, fell a little short of expectation. This mild disappointment was greatly relieved by the interest manifested throughout the training period and particularly by the degree of highly trained collegiate instructors in attendance. Ten of the twenty-six held the earned doctorate.

1. Only one criterion was required: current position. The brochure specified that the program was for Junior and Senior College and University Instructors. There was one deviation. To some extent, a geographic factor did enter the selection. Advanced literature announcing the institute prior to the preparation of the brochure was sent only to states in close proximity to Kentucky. The response and requests for application forms were so great that no additional states were canvassed. As a recommendation for any subsequent training program, several states in each of the generally recognized regions in the country should be contacted at the same time. When the allotted number of participants and possible alternatives have applied and qualified, no further application should be processed. In no region should predominantly non-white institutions be omitted.
2. The twenty-six participants represented twenty-four different institutions. These institutions were junior colleges, state colleges and universities, teachers' colleges, church operated or

oriented schools, and two, especially, which were pioneers in interracial education. Those enrolled held a total of sixty college and university degrees including ten masters and ten doctorates. They were chairmen of various college departments, administrative deans, instructors and professors in the several disciplines, directors--assistant directors--and coordinators of Afro-American Studies Programs, librarians and archivists. The participants had earned degrees with majors in sixteen different fields and related fields of study. Nine of the twenty-six, or slightly more than one-third, were black. Those in attendance were preparing to teach or establish Afro-American Studies Programs on their campus; to enrich their own general background in the culture of blacks or to enrich themselves in a particular area of culture such as art or literature; to teach child development with an emphasis on the child and his culture or subculture; to assist libraries in making their acquisitions reflect black culture and the black experience; to gain insight into how to advise black students on various campuses; to

develop programs to attract minority students; to help direct students in research in areas of Afro-American culture; to help in determining cultural events for students and faculty; and to secure strength and direction toward work on the terminal degree subsequently to be used in teaching in the field. These expressed purposes, in writing, seem to be very consistent with the established objectives of the training program.

3. Six full-time faculty members were engaged in instructing twenty-six participants for a ratio of 4 1/2 to 1.

B. Staff

All of the following instructors in the institute were full-time teachers:

Mr. Fred F. Bond, Art

Dr. A. Russell Brooks, Literature

Dr. Henry E. Cheaney, History

Mr. James R. O'Rourke, Library

Dr. Charles H. Parrish, Race Relations

Mrs. Julia D. Stosberg, Geography

All of these areas contributed in some significant way to a balanced approach to the study of the black experience; art and literature to emphasize the talents of a culture; geography to acquaint participants with the land of the black man's origin; history to expose the full record, as nearly as possible, of the Negro's trials and triumphs; race relations to discover ways to prevent the predicted two societies--one black and one white, separate and unequal; and library services to acquaint instructors with available sources and their relevance and to introduce teachers to new techniques of instruction.

The program was under the direction of the Chairman of the Afro-American Studies Program and who happens to be a member of The Department of History and Political Science. The only other departmental assistance in general supervision came from the Office of the Director of Development.

C. Activities

In addition to the lecture-seminar-discussion sessions conducted by the instructional staff--each

of which sought to achieve the stated objectives--the training program areas of study were enriched by distinguished and eminent resource persons. These guest discussants included: Dr. Eileen Southern, musicologist, Associate Professor at York College of The City University of New York, and author of the best-selling The Music of Black Americans; Dr. S. Randolph Edmonds, noted playwright, pioneer authority on The Black Theater, author of three books, 46 plays and 38 essays on drama; Dr. Thomas D. Pawley, playwright and author, Head of the Department of Speech and Theatre at Lincoln University, Jefferson City, Missouri; Dr. Wendell P. Whalum, renowned organist, band leader, lecturer, phi Beta Kappa scholar, author, Chairman of the Department of Music at Morehouse College, Atlanta, Georgia; Dr. Charles A. Ray, author and authority on southern literature--William Faulkner, Erskine Caldwell, Joel Chandler Harris--Chairman of the Department of English at North Carolina Central University, Durham, North Carolina; Mr. Earl J. Hooks, nationally recognized and award-winning artist, authority on Ceramics, associate Professor of Arts, Fisk University, Nashville, Tennessee; and Mr. Etim Ituen of Nigeria, Africa, candidate for the Doctorate at the University of Kentucky. The degree is very imminent.

In every case, the resource person or lecturer answered numerous questions directed to him by the participants. These inquiries or requests for answers and information were consistent with what they had said, in writing, they wanted. It appears that the aims of the program in this phase of the institute were very well realized. The Director was able to be present for practically all of these appearances. Unfortunately, he could not attend most of the group experiences of the several staff members because of administrative interruptions and institutional duties. There is no doubt that the numerous kinds of visual-aid equipment used by instructors and guest authorities as well as the extensive information treated by all of these devices contributed greatly to the effectiveness of instruction. So great was the practice that a trained operator had to be employed for the three-week period. In view of the fact that some ideas and information were dealt with between instructor and participants in informal settings away from the programmed activities, one may conclude that they, too, were very profitable.

The period of the project, July 12-30, coincided with the last three weeks of the college summer school session. The college cafeteria, therefore, was open

to participants for the entire duration of the institute. In addition, all administrative and maintenance personnel were available for items and issues involving the operation of the training program. The three-week period afforded more time for in-depth treatment of materials than the 1970 two-week session. There were still, however, some areas which time did not permit us to touch as well as some consciousness of the energy spent. Some few recommendations or suggestions were made by participants but they were not involved in making the major decisions in the conduct of the institute. The accessibility of numerous establishments where meals were served practically eliminated the problem of dining. In the absence of any specific complaint about lodging, the Director concludes that it was satisfactory. There must have been some uncomfortable moments because the city was visited by a week of unseasonably cool weather.

A last minute development at the college involving a change of place for assigned classroom space for several activities resulted in the institute being shifted to the main auditorium. Cushioned seats, carpeted floor, air-condition, large screen, piano and other features made it a satisfactory substitute area.

D. Evaluation

No devices or techniques were used to secure an objective evaluation of the institute while it was in progress. Only the Participant Information and Evaluation forms were prepared at the end of the program. Those accompany this report. The Director will submit another evaluation form to the participants about six months from the termination of this institute. In the interim, the Director and members of the instructional staff will be available for visitations, upon request, to institutions represented by the participants.

E. Relationship with OE

The guidelines and regulations presented no major problems in the administration of the program.

IV. CONCLUSIONS

The short-term training program made, it is believed, a significant contribution to the academic atmosphere of the host institution; it enriched the college culturally by bringing in distinguished artists, scholars, authors and persons with nationally

recognized expertise; it provided students with a personal contact with twenty-four other institutions of higher learning; it gave prestige and added appeal to the Afro-American Studies Program at the college; and it gave the college added dimension of service to the educational community by preparing instructors to improve the curricula of the various schools they represented.

This latter evaluation may also be applied in the reverse. As a result of the program, the institutions which employ the participants will no doubt see and feel a change by enrichment or initial establishment of black studies offerings. Any subsequent project may profit from added emphasis upon the African aspect. A phase of Psychology would be useful. The Director, has, intentionally, avoided reading the evaluations of the participants. He is, therefore, without a basis for appraising the strengths and weaknesses of the staff instructors or their impact upon the institute members. During the sessions conducted by the Director, he observed that the in-put of the non-whites--who were slightly more than one-third of the total membership--exceeded that of the whites. Some very relevant information and comments, however, characterized the contributions of the majority block.

Each resource lecturer who participated in the institute included comments in his letter to the Director after the close of the program. Some excerpts from those communications may, in some way, be regarded as an evaluation from persons from the outside. Here are examples.

A. Congratulations on a very well structured Institute. Since returning.....I have not only spoken of your organization of the Institute but have related much that I remembered about the conversations with you.

B. May I thank you for the opportunity of having participated in the most efficiently organized and most relevantly oriented institute that I have attended in the field of Afro-American studies. The quality of your offerings, the excellent training of your staff, and the highly selective group of participants all contributed to a very meaningful summer program.

The Director of this institute suggests that any subsequent project grant college credit for participants. A further recommendation is that special emphasis should be placed upon curriculum building leading to minor, major or areas of concentration in Afro-American Studies.

V. APPENDIX

A. Samples of form letters used, newspaper clippings, copies of the institute program, material used by all instructors,

and all other related materials--as per requested--
accompany this report. Results of the follow-up
activities will be submitted before the expiration
date of the grant in 1972.

B. All Participant Information and Evaluation forms are
included with this report.

Respectfully submitted,

H. E. Cheaney
H. E. Cheaney, Director